|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject: ELA | **Teacher:** | | | | **Grade Level: 4** | | **Date(s): August 29 – September 2** | | | |
| **Curriculum Area:**  **ELA-** During these first couple of weeks of class depending on your group of students, you may do several mini-lessons per day to cover routines as well as the standards. Anchor charts can be posted as a visual for students. These routines must be established before beginning guided reading.   * Establish Literacy Block Routines including; read aloud, word work, and mini lessons. Use The Daily Five book– Chapter 3.   **Science/S.S. Integration**: Read and discuss a variety of fiction and nonfiction about matters of the heart: family, transitions to fourth grade, and building healthy minds and healthy bodies through your science unit. Social Studies can be embedded into your small group instruction and independent reading. | | | | | **I Can Statements & Learning Targets (I can……..):**   * I can build stamina by reading for 20-25 minutes and practice fluency. * I can choose good fit books and articulate why they are “good fit”. * I can refer to details and examples in the text when making inferences in fiction text. * I can create mental images to support meaning and make inferences. * I can use strategies to decode unfamiliar words.   Great Examples of Formative Assessments to embed throughout: <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html> | | | | | |
| **Content: NC ScoS**  **RL 4.1, RL 4.3, RI 4.1, RF 4.4, W 4.3a, SL 4.1 b, L 4.1f**  For grammar practice- See the following link-  [**4TH GRADE COMMON CORE GRAMMAR MINI BITES - TeachersPayTeachers.com**](http://www.teacherspayteachers.com/Product/4th-Grade-Common-Core-Grammar-Mini-Bites-330650)\*Must pay, but has a preview.  Free Sample- <http://www.teacherspayteachers.com/Product/Daily-Language-Review-for-1-Week-Free-4th-Grade-802003>  Follow the First 20 Days Writer’s Workshop for Intermediate Grades to get your writing program started in your classroom. Integrate grammar objectives in with your writing block.  **Week 1 Grammar Focus: Complete Sentences** | | | | | **Technology Standards & Resources:**  **4.SI.1.1; 4.TT.1.3**  Reading A-Z website (if purchased) Links in lesson plan  Readworks.org; Smartboard Exchange  Scott Foresman <http://everythingliteracy.wikispaces.com/4th+Grade>  \* Interactive ReadingNotebook: <http://www.teacherspayteachers.com/Product/4th-Grade-Interactive-Reading-Notebook-aligned-with-Common-Core-736781>  Graphic Organizer for Summarizing to use throughout: <http://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html>  Great for Read Alouds and Daily 5:<http://www.tumblebooks.com/library/asp/customer_login.asp?accessdenied=%2Flibrary%2Fasp%2Fhome_tumblebooks%2Easp>  Daily 5 Site: <http://www.thedailycafe.com/daily-5/read-to-self/launching-lessons-10113>  Judy Blume lesson idea- great integration of technology: <https://www.teachervision.com/tv/printables/penguin/fourth-grade-nothing-cc-lessons.pdf> | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?)  How does literacy connect to your other subject areas?  How can a goal support our learning?  Why is it necessary to refer to details and examples in a text when explaining what it means?  How do authors use story elements to raise questions and influence our thinking?  How do stories reveal what we have in common?  \*see pacing guide Week 1 for EQ’s for other standards. | | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  What do you think about? (Evaluate)  How would you use? (Applying)  How could you determine? (Evaluating) | | | | | |
| **Vocabulary:**  Academic/Content  Evidence Schema  Inferences  Good Fit  Stamina \*See pacing guide Week 1  for other vocabulary | | | | | **Teacher Resources:**  Daily 5 Book  Awesome Daily 5 Website: <http://teacherpages.hallco.org/webpages/dfawcett/daily.cfm>  Café Book (if available- ask coaches)  Chris Van Allsburg Books  Great books for teaching inferencing: <http://www.amazon.com/Great-books-teaching-about-inferences/lm/R1GFX4GKRYAYTL/?_encoding=UTF8&tag=rachellynette-20&linkCode=ur2&camp=1789&creative=9325>  \*See Science/Social Studies pacing guide for F/NF books to integrate throughout the 6 weeks. | | | | | |
| **Monday**  **Subject Integration:** | **Whole Group**  Teacher model- Good Fit Books/IPICK  \*See Good Fit Book lesson (Daily 5  p. 29)  \*Allow/assist students in finding books using IPICK  Daily 5 Powerpoint: Attached  <http://teacherweb.com/ME/StevensBrookElementarySchool/MrsCarrieres3rdGrade/Daily-5-Independence-Charts.pdf>  (I chart examples) | | | **Small Group**   * Individual Conferencing with students for goal setting (See "Coaching Toward a Target" on page 151 in The CAFE Book.) * Students continue to build stamina by reading independently their “good fit” book while you are conferencing with other students regarding book choices. Only do 1 rotation a day until students have mastered.   **\*\*You will NOT start guided reading groups until you have your Daily 5/Centers taught and going well. Should take 2 weeks.** | | | | | **Independent Work**  Allow/assist students in finding books using IPICK for themselves  Review IPICK method and students start their “good fit” box/selection from today’s selection.  Formative Assessment: Observation of student choosing “good fit” book. (Anecdotal Notes) | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Teacher model- Read to Self- why? Create anchor chart for responsibilities of teacher and student- Have student develop and then coach. Refer to Daily 5 book and/or site below.  <http://teacherweb.com/ME/StevensBrookElementarySchool/MrsCarrieres3rdGrade/Daily-5-Independence-Charts.pdf> (I chart examples) | | | **Small Group**   * Conferencing with students for goal setting (See "Coaching Toward a Target" on page 151 in The CAFE Book.) * Students continue to build stamina by reading independently their “good fit” book while you are conferencing with other students regarding book choices. | | | | | **Independent Work**  Students will build stamina and use “good fit” book from yesterday to read to self. Teacher will monitor and provide feedback to students when displaying Read-to-Self responsibilities. | |
| **Wednesday**  **Subject Integration: Science** | **Whole Group**  **Teacher model**:  Introduce skill- Inferencing. Use <http://teachingstarstudents.blogspot.com/2012/10/inferencing-lessons-4th-grade.html>, show Podcast on Day 1 to students. Then have students turn-and-talk to a partner what they learned about inferencing. Then create an anchor chart with Inference at the top. You should make sure to put on chart in your own creative way that Inferencing or Making Inferences …clues the author gives us from the text (called text clues). We use our background knowledge and the text clues to make an inference.  **Guided Practice:**  “Me” Tub- Teacher Model (Great Back to School Get to Know Each Other using inferencing!) <http://reading.ecb.org/teacher/pdfs/lessons/in_lp_MeBox.pdf>  **or**  You can do Day 1 from <http://teachingstarstudents.blogspot.com/2012/10/inferencing-lessons-4th-grade.html> using “clean trash.”  **or**  You can begin an author study on Chris Van Allsburg with texts, such as The Wretched Stone, Bad Day at Riverbend or The Mystery of Harris Burdick to make inferences.  How to do an Author Study: <http://www.teacherspayteachers.com/Product/FREE-Author-Study-Planning-Page-231869>  Below is the great site to pull resources for strategies to teach inferencing and collaborative activities.  <http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/4th%20grade%20resource%20book/inferences/4th%20inferences.pdf> | | | **Small Group**   * Conferencing with students for goal setting (See "Coaching Toward a Target" on page 151 in The CAFE Book.) * Students continue to build stamina by reading independently (read to self) their “good fit” book while you are conferencing with other students regarding book choices. | | | | | **Independent Work**  Students will examine pictures to practice making inferences. Use link: <http://www.pinterest.com/reallyrachel/inference-with-pictures/> to copy, cut and paste to create for students to use. You can have individual students to do or pair students to view pics, answer questions by making inferences. You can use magazines, newspapers, or google images to find more pics to use for inferencing.  Have students discuss with one another their inferences.  Homework Integration Idea: Assign students to do a “Me” Tub to bring in and share with the class. | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Use the following link to show students Day 2 video- Pigeon Impossible to practice inferring. [**http://teachingstarstudents.blogspot.com/2012/10/inferencing-lessons-4th-grade.html**](http://teachingstarstudents.blogspot.com/2012/10/inferencing-lessons-4th-grade.html)  (Preview video before sharing with students. Decide your stopping points (where you will stop the video to discuss) where you want students to infer along with writing down questions to ask students to help with inferencing.)  Share video. Do stopping points to discuss inferences. Also, ask questions such as: what is the man’s profession, what is the setting, what conclusions can you draw about what is happening now? to assist with making inferences.  **or**  Use a Chris Van Allsburg text- choose an illustration to **model** for students using an O-Q-I chart. It’s like a KWL chart except using O (I know that…- make an observation), Q ( A question…I wonder), and I (Inference…I think). Sticky notes can be used to post on chart paper. Discuss student responses with group. | | | **Small Group**   * Conferencing with students for goal setting (See "Coaching Toward a Target" on page 151 in The CAFE Book.) * Students continue to build stamina by reading independently their “good fit” book while you are conferencing with other students regarding book choices. | | | | | **Independent Work**  Activity goes with Pigeon Impossible. On the link below, go to Days 3,4,5 and click work, Cartoons (blue font) <http://teachingstarstudents.blogspot.com/2012/10/inferencing-lessons-4th-grade.html>  View example of cartoons and discuss. Students should do a think-pair-share with each other. Then share out to class. Discussion should be centered around making inferences by using clues from illustrations and text and using your background knowledge.  **Formative Assessment: Student Discussion**  **or**  Activity goes with whole group lesson using O, Q, I chart. Students (in pairs or small groups) will create O, Q, I chart and sticky notes using a picture book (you can differentiate text levels) to make inferences. Make sure books are appropriate for students to make inferences.  This site gives a list of books to use for inferencing: <http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/4th%20grade%20resource%20book/inferences/4th%20inferences.pdf> | |
| **Friday**  **Subject Integration:** | **Whole Group**  On this link, go to Days 3,4,5 and click work, Cartoons (blue font)<http://teachingstarstudents.blogspot.com/2012/10/inferencing-lessons-4th-grade.html>  **or**  Read aloud, Bad Day at Riverbend by Chris Van Allsburg. Cover up the cover illustration with a large piece of construction paper so that the students cannot see the cover. Do not show them the pictures when you read the book. On a sticky note, students will infer that some sort of alien or monster is attacking the town (instead of it being a drawn-in coloring book). Discuss the inferences and have students explain why they made those inferences. Then, flip quickly though the story again but this time show the pictures to see if their inferences are correct. Discuss what text clues should have pointed them in the right direction. | | | **Small Group**   * Conferencing with students for goal setting (See "Coaching Toward a Target" on page 151 in The CAFE Book.) * Students continue to build stamina by reading independently their “good fit” book while you are conferencing with other students regarding book choices. \*Students can complete p. 25 from Wednesday’s whole group lesson link to record inferences while reading. | | | | | **Independent Work**  Students create their own comic strip. Downloadable Templates on this site: <https://www.havefunteaching.com/worksheets/writing-worksheets/comic-strip-worksheets>  **Or do it online with this link:** http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html  Have students share their comic strips  **Challenge**: Students create comic strip, leave one part blank for another student to infer and fill in! Then share.  Extra: Students will use book from previous day to continue to practice making inferences. Use FCRR activity below for independent practice: <http://www.fcrr.org/studentactivities/c_029c.pdf> | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities:  **Move to Infer :**  [**http://reading.ecb.org/teacher/pdfs/lessons/in\_lp\_MovetoInfer.pdf**](http://reading.ecb.org/teacher/pdfs/lessons/in_lp_MovetoInfer.pdf) | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities:  **Read Between the Lines:** [**http://reading.ecb.org/teacher/pdfs/lessons/in\_lp\_ReadingBetweentheLine.pdf**](http://reading.ecb.org/teacher/pdfs/lessons/in_lp_ReadingBetweentheLine.pdf)  **Small groups can play FCRR game.**  [**http://www.fcrr.org/studentactivities/c\_028c.pdf**](http://www.fcrr.org/studentactivities/c_028c.pdf)  **Below is the great site to pull resources for strategies to teach inferencing and collaborative activities.**  [**http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/4th%20grade%20resource%20book/inferences/4th%20inferences.pdf**](http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/4th%20grade%20resource%20book/inferences/4th%20inferences.pdf) | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:**  **Scenarios with T Charts:** [**http://reading.ecb.org/teacher/pdfs/lessons/in\_lp\_Tchart.pdf**](http://reading.ecb.org/teacher/pdfs/lessons/in_lp_Tchart.pdf) | |
| **Daily Five Activities for the Week** | **Read to Self**  \* Build Stamina  (add 1-2 mins each day) Goal 20-25 minutes  \* Signal and Check In | **Read To Someone** | | | | **Listen to Reading** | | **Word Work**  Word Work Assessment- Example: Words Their Way Spelling Inventory | | **Work on Writing**  Can be a teacher assignment from Writing block to complete before choice of writing |

**Daily 5 Resources/ Ideas:**

**Add to this list throughout the school year---**

**Word Work Ideas:**

* FCRR Vocabulary/Phonics Activities (need to be made ahead of time). Organize in numbered folders for easy student/teacher use.
* Bulletin Board Word Walls in Classrooms:
  + Divided into 3rds: Academic Words/Content Words/Spelling Words
  + Start with sight words for spelling at each level
  + Words are switched out according to lesson plans (i.e., weekly spelling, academic and content may last longer).
* Word Tile Sorts/Word Cubes (already have in most classes)
* Words Their Way Sorts/Activities: Have the book resources-need to copy and organize.
* I-Pad Word Activities
* Word Study Cards/Sheets
  + Graphic Organizer: Word/Definition/Synonym/Antonym/Sentence/Example/Non-example

**Read-to-Self Reading Response Ideas:**

* CROP-QVS-Taught at the beginning of the year
* Students choose a letter to write response to.
  + Can be written on something motivating like:
    - Leaves/trees
    - Fish/Ocean
    - Bubble gum/Machine
  + On main part: writing reminders: Grammar/Capitalization/Punctuation
  + Student adds to growing wall of items.
  + Require \_\_\_\_\_ per week or reading?

**Read to Someone Ideas:**

* Ring of question stems
* Check mark with questions stems for younger readers
* CROP-QVS Dice Activity

**Work on Writing Ideas:**

* Brainstorm with teachers
* Plays, Poetry, etc.
* Rich writing environment: paper, tools, pictures for inspiration, etc.
* Can be a teacher assignment from Writing Block to complete before choice of writing.
* Writing Dice….with prompts or questions to answer.
* Shared Notebooks of writing subjects.